**Rapporteur’s Report**

**Gender Course External Peer Review**

**UN Women Training Centre, Santo Domingo, DR**

**19-20 March 2013**

**Prepared by Allison Petrozziello**

**BACKGROUND**

At the 11th meeting of the Inter-Agency Network on Women and Gender Equality (IANWGE) in New York, 22-24 February 2012, in session 8 on *Capacity development of effective gender mainstreaming*, the IANGWE decided that during 2012 UN Women’s Training Centre would “take the first steps in developing a draft course curriculum outline and content drawing upon existing similar basic courses available at UN entities such as UNDP and UNESCO”.

In addition, one of the six key elements set out by the CEB´s System-wide Policy on Gender Equality and the Empowerment of Women is *Capacity.* This element requires performance Indicators to be developed and completed as part of the reporting framework of the SWAP, and the *assessment of capacity* in gender equality and women´s empowerment for individuals in and working towards ongoing mandatory *training for all levels of staff* at HQ, regional and country offices.

Based on both IANGWE´s decision and SWAP´s approval, UN Women´s Training Centre was tasked with developing the **draft outline and content** for an introductory, interactive, didactic and **self-paced e-course** on gender to be offered to all staff across the United Nations System.

Currently, content for a 6-module introductory course has been developed and UN Women has carried out an internal review process and incorporated suggested changes. In March 2013, the Training Centre invited an expert group of peer reviewers from other UN agencies and funds in order to continue the review process, with a view to finalizing the course content before proceeding to production, pilot testing and roll-out in the 2nd and 3rd quarters of 2013, as illustrated in the graphic below.

**EXPECTED OUTCOMES OF EXTERNAL PEER REVIEW**

1. Enrich the course content to provide a basis for finalizing it (June 2013)

- Ensure quality assurance to meet UN quality standards

- Suggest additional resources and tools related to course content

1. Explore what needs to be done with the course content for other UN agencies to use the modules

**PARTICIPANT LIST**

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**GROUND RULES**

* Speak in the “I”
* “We” is our agency voice
* Constructive comments with suggestions (solution-focused)
* Short interventions
* Inclusion of all
* Be present
* One at a time
* Listen for understanding
* Openness to receiving suggestions

**GENERAL COMMENTS**

* **Congratulations** to course developers, huge progress has been made!
* **Length**. Make more concise? Challenge of including more vs. keeping it simple. How to insert mandate of every agency but still keep course basic?
* **Technological issues** 
  + How to keep open for other agencies to add their own module
  + Strategy for updating course
* **Objective**. Revise objective – basic but not basic…Gender Coherence and You is basic course. If basic course and non-technical, what are we trying to achieve?
  + Think about what is added value of this course – some info is new, e.g. mention of UN SWAP
  + Trying to generate commitment and common understanding on key issues. As it stands, may not generate behavior change/ not an awareness course. Gives a lot of information on issues that are sometimes technical. Should lighten up specifics, concentrate on generating commitment, ownership, so that people see themselves as part of this. Key message: “Yes, you can do gender no matter what your work is”.
* **Methodology:** How to get people to think about their values in online format? Not just ticking off boxes… How to make sure this course has meaning for participants? What is learning objective for the course itself? How will we measure impact?
* **Balancing two strategies**. Make sure course deals with gender equality as well as women’s empowerment. Come up with examples of what HAS worked for men and for women and WHY. Focus on positive side, male engagement, how policy intervention creates structural change. When men read this, we don’t want to them to feel uncomfortable. Feels like written by women and activists, as in phrases such as, “We all have a gender identity. Men have a gender identity too.” Leyla can provide specific examples of how to make more gender inclusive
* **Scope**. Is it UN Women course or UN system-wide course?
  + IANGWE asked UN Women for basic course, we are offering this to system, but do not have mandate to impose course
  + Good starting point – thematic areas defined as basic areas of gender inequalities that everyone should be aware of
* **Agency Expectations:** 
  + FAO wants something that can be included in their learning platform. They are developing specific courses on gender and food security now.
  + Wondering about “non-gender” type agencies? How will these modules be seen by colleagues in other agencies?
    - IAEA – interested in increasing representation of women in the org. but also gender mainstreaming in areas of nuclear medicine, nuclear power, agricultural development
  + OHCHR: How to create organizational culture that is conducive to gender equality. Behavior change in private life or work - missing
* **Missing**. Sexuality issues missing, concern about inadvertently promoting heteronormativity by excluding discussion of LGBT issues and presenting gender as male-female dichotomy, when gender is flexible and moveable concept.
* **Life cycle approach** to highlight gender equality and discrimination – could bring out more comprehensive viewpoint, from childhood to reproductive age to elderly, can be useful to highlight health, education, employment, violence
* **Line of argumentation**: Gender is not something left to people’s goodwill as to whether to work on it or not. Must use dual approach of making a “Business case” (you have to do this because of UN SWAP) but also convincing people because of link to **poverty reduction** and other goals, examples such as women exchanging bodies for fish in fishing community (FAO).
  + Individual stories of how gender mainstreaming has worked – everyone please find some examples relevant to their organizational mandate
  + See “Working Together” module in UN Coherence course – highlights how we work together on common issues, e.g. VAW, **create a common understanding and see where we can work together**
* Course can be enriched by incorporating more: Gender Mainstreaming Examples, Resources, Gender Balance of Women & Men, and Life Cycle tool.
* Keep TRANSFORMATION in mind

**AGREED-UPON CHANGES TO OVERALL COURSE CONTENT**

* Make sure course deals with gender equality as well as women’s empowerment. Use male-friendly language and examples.
* Use life cycle approach – introduce in Module 1 Concepts, and then use in subsequent modules to highlight different types of gender discrimination, violence against women, etc.

**AGREED-UPON CHANGES TO STRUCTURE**

* INTRO to course – make clear what is the purpose and audience
* Consensus that modules 1, 2 and 6 should be mandatory, and 3-5 optional
* Order: 1, 2, 6. Have one diploma for having completed these three. Individual diplomas for having completed satellite modules.

**MODULE 1: CONCEPTS TO GET STARTED**

* Introduce values and commitments as staff of the UN. UNAIDS – can send 2-pager on values.
* Examples related to men and masculinity:
  + See tool kit developed by UNFPA and Men Engage
  + Men without work in refugee camps feel ashamed.
  + Burden on men’s time when women are dependent (Saudi Arabia, when men have to drive wives around everywhere).
* Infographics – use data to show differences. See UNAIDS infographic data related to feelings (personal and data).
* More statistical data to show both positive change and backsliding – Show why we still need to talk about gender equality today…
  + Show stark gender differences in different industries, nursing, secretarial work in different countries – gender imbalance
  + 1% of world’s property owned by women
  + Victims of disasters, statistics from tsunami – 4 times more women died in tsunami because they were at home working and also they are not taught to swim
  + Heart attack rate among men, suicide rates, violence, alcohol – 98% of prison population is male
* Replace Armenia story under gender roles with more personal story of a single woman who has experienced changing role
* Add concepts of sex-disaggregated data, sexuality, sexual and reproductive rights
* Behavioral change – involve user more in doing personal reflection (Look at Gender Journey)
  + Choose your own adventure kind of activity – make choices for girl, or for boy, and then see what comes out of it
* Social construction of gender – ask “What is NOT allowed?” instead of “What is allowed?”
* Gender audit of the culture of your organization – stereotyping, what kind of work do women and men do, end – mini action plan (as a manager, this is what I will do to treat men and women differently). OHCHR will send example of gender audit.
* See “Act Like a Man, Act Like a Woman” – currently modifying with Engender Health, online interactive tool
  + Include Life Cycle in module 1 – introduce concept, then use that concept in modules 3, 4, and 5
* Include gender identity concept and then refer to additional materials
  + OHCHR booklet on gender identity, male/female/other
  + Address sexual diversity, linking gender to sexuality – UNDP document on gender and diversity
  + Video of UN staff who is trans – Brazil – discrimination in workplace, part of UN Cares package
* Remove activity with two forms asking for sex and then gender? Does it add anything?
* Triple role.
  + M1 pg 7, Soften triple role to avoid alienating men – not just women working longer days
  + Resource for triple role. Global study of Men Engage on men and women’s perception of time use (UNAIDS will send)
* Include glossary and pop-up to full name of acronyms
* Control over sexuality – could also use example about women not having choice over if/when/how many children to have, child marriage
* UNICEF will send examples of girls for gender relations and roles
* Use terminology of “sexual and reproductive rights” not just reproductive decisions
* Proverbs – reduce number, ask if you can think of examples from your culture
* Definition of Discrimination against women comes from UNICEF brief on CEDAW for adolescents
* Include separate section on Gender Discrimination (not just in right hand column)
* Put separate section putting Gender Equality and Gender Equity side by side – CEDAW GR 38, “States parties are called upon exclusively to use Gender Equality” Pop-up: This is often confused or used interchangeably. Look at UN coherence course. But as UN we use gender equality because X, Y and Z
* Remove practical needs and strategic interests – because not in accordance with rights-based approach (no more needs, only rights – rights holders and duty bearers), but also goes into how to do gender mainstreaming, not for basic level/too cumbersome…not here…maybe in module 6?
* First module is key to catching users’ interest, better to have few concepts explained clearly than to overload it
* Rewrite masculinities section, just take from UN Coherence course. Have Gary Barker, Michael Kauffman look at it? They wrote that part of UN coherence course.
* Go to UNICEF and UNFPA websites to find children examples

**MODULE 2: HUMAN RIGHTS FRAMEWORK**

* Call the module “Gender Equality Framework”
* See module 5 of UN Coherence course as reference
* Learning Objectives – ok. Consider reformulating #3 based on restructuring of section 19 on Creation of UN Women.
* Have to permanently ask WHAT IS THE NEED OF THE USER? WHY IS THIS MEANINGFUL FOR ME AS UN STAFF? Beginning, we have to say, we think this is relevant for you because…And at end, you can apply this by doing X and Y…
* INTRO, Say at beginning five legs of gender equality framework: CEDAW, CSW, Beijing, MDGs, UN Women, Gender Equality Work of Other Agencies. Need to give modicum of clarity and simplicity toward beginning
* Include Aparna’s rewording of CSW.
* Need to strengthen connection between Human Rights and Gender at beginning. Bring down a level. Not important to include characteristics of human rights – must interpret through examples and see what it means for gender (see OHCHR suggestions on post-its). E.g. Universality – female infanticide contradicts this principle. Indivisibility – how women’s right to health relates to other rights.
* How does right to food impact men and women differently? How is right to be free from torture different for women and men?
* People will not read case studies of women’s rights movements, too much text, have to think about photos.
  + Nordic example – highlight how it was product of women’s movement. Add follow-on actions to make part of paternal role. Positive role of fathering and fatherhood. South African/Zimbabwean interactive “A Million Fathers’ Rights” and MenCare global fatherhood campaign.
  + Alternative – discuss March 8th, what is it, how it was born, what people do around the world. Voices from different regions showing the results…
* CSW – add mention of Agreed Conclusions as relevant outcome each year
* CEDAW ratification – what is point of mentioning?
* CEDAW section – modify content, think about WHAT they need to know. Not important to know that CEDAW committee has 23 members.
  + OHCHR suggestion: Women’s rights have to protected in private and public sphere, temporary and permanent special measures for women, States have obligations which means that people can use this to claim their rights. Quiz should focus not so much on legal aspect but what it means for individual. OHCHR can help with this part.
  + Important to mention that there is monitoring of implementation of CEDAW, every 4 years States report, committee makes comments. OHCHR – example of how applied in real life. Example from Ireland revising Constitution to remove gender stereotyping.
* Do not mention 189 countries, but say most countries in the world
* Which of the MDGs has a gender dimension? CHANGE WORDING to “Which MDGs have a gender dimension?”
* MDGs – after quiz, have user click on goals to see examples of how agencies are working on each one of the gender goals from a gender perspective
* Creation of UN Women – shorten, take out 4 agencies going into the creation of it. Make clear what is the link with the other agencies? (Doesn’t mean other agencies don’t have to work on gender…). Founding Resolution July 2010. Maybe this section should go in module 6 as well?
  + **Lead, promote and coordinate** work on GEWE of UN system.
  + Mention of joint programs between UN Women and other UN agencies. See Evaluation of Joint Programs (UN Women), and Joint Programs of MDG Fund.
* OHCHR – can send two programming principles HRBA and gender mainstreaming. How done at country level.

**MODULE 3: WOMEN´S ECONOMIC EMPOWERMENT**

**General comments:**

* Module too long, there is some repetition
* Must address child labor, decent employment, gender and value chains
* Domestic work and migrant women workers BEFORE care chains
* What are key points in the module? Include infographics on process of change
* Good info in World Bank Report 2012
* Key messages for each module
* Keep more balance between human rights arguments and economic arguments for empowering women. Not only utilitarian reasons. Support also a Human Rights basis. For example, page 3 quiz. 1-6 response in HR. How economic empowerment can be an enabling factor for women to achieve other rights of women. UN support Human Rights.
* Why it’s important to work with men on women’s economic empowerment
* Paragraph explaining why Afro-descendant and indigenous women worse off than white woman middle-class, intersectionality in making certain groups more vulnerable

**Specific comments:**

* Graphic page 2 is not self explanatory. Provide explanation.
* Page 2-3 definition of economic rights is very complex and not easily understandable. Use simpler language.
* Page 3. Point 2. Questions. Second question. Word means is too restrictive. Questions are too obvious. Find another way to make it interactive and convey the meeting. If it is true you and you got it right you don´t read the response.
* Did you know? Number 3 on Asia. Not clear example.
* Page 3. Why does women´s economic empowerment matter? Add HR to justification. Include more a gender perspective: why is it important to take men´s needs
* Page 4. Explanation of 2. Include situation of rural women.
* Page 5. 3. Gender feminization. Bring this up before in the module instead of 2 (2 would be the new 3) Include data and statistics to back up. Simplify language and how statements are made. Cycle of poverty is too general. Does it help? Change or fix it.
* Page 6. More specific situation of burdens women and man suffer. Recognize the importance of traditional roles of women. For example, cook
* Page 7 lack of reproductive rights instead of reproductive decisions. Lack access to resource and control of them.
* Time use is used a lot but not defined until later. Glossary.
* Page 8: Time use: take into account how women use time before you introduce new activities. Third bullet: not only in monoparental households. custodial parents. Very western. Support facts with sources of information.
* Page 7: Access to resources, also expanded to other resources (organizational, etc). Lack of education is lack of education, training and skills. Don’t include too many things in the circle.
* Address specific discrimination. hiv positive. Migrant. Female headed households, etc. should be addressed in a paragraph of its own. Quiz on time use for the participant. Wrap up with figure Johanne sent.
* Page 9. Questions. Section 5. no closing. Present data about who is doing unpaid work. Reference to 1995 Human Development report has information on that. Take out reference to multitasking and women cannot distinguish between what is work and what not.
* Heading 9 and 10. Page 14 and 15. Do not use formal informal work. Use economy.
* Page 11> can u draft document and prepare dinner at the same time?
* Page 12. Answers first line. What is a small portion?
* Page 13. Invariably low pay, low status positions. This is a bit lineal. Use circles, overlapping.
* Exercise page 21 very technical.
* Page 16 resources are outdated.

**MODULE 4: WOMEN’S LEADERSHIP AND DECISION-MAKING**

* Like Multiple Powers definition
* Start with question – why is decision making important? Define types of decision-making
* Give some examples of determinants (catalysts and barriers)
* Should focus mostly on political participation or whether should be more broad on decision-making. In beginning, mentions difference between women’s access to education and justice and their role in decision-making in these areas.
* Women’s participation in private sector should be more prominent
* What happens in the UN in terms of women’s leadership? Link to module 6
* What can you do? You can be an agent of change in your work, private life…Close module by linking to yourself…What will YOU do?
* Take out sections 15 and 16? (Does women’s participation make a difference and Women’s transformational leadership)
* **See module 4 with APM tracks and more specific group comments compiled directly on Word document (Raquel and Allison have this)**

**MODULE 5: VIOLENCE AGAINST WOMEN AND GIRLS**

* Call module Gender-Based Violence (suggestion of OHCHR, UNICEF, UNFPA) – push for new framework (post 2015) will favor discussion of GBV
* Up front, put disclaimer that majority of those suffering GBV are women and girls
* Intro. Questioning 7 in 10 statistic – OHCHR has more accurate information.
* Learning Objective
  + 4 – include “and girls”
* Use Life Cycle tool to identify different forms of GBV starting with infanticide (shying away from sex-selective abortion as form of GBV because it could feed into pro-life arguments)
* Section 1.
  + Mention CEDAW art. 19
  + Not instrument, but…
  + In right-hand column, say “harmful practices to women” instead of “traditional practices harmful to women” – shift in terminology since Declaration (UNFPA, UNICEF)
* Section 2. Remove table – doesn’t add anything. Include examples of GBV that are outside norm (e.g. against boys). Examples of institutional or State-sponsored violence. Not important to develop capacity on distinguishing between the two.
* Insert section on sexual violence in conflict – OHCHR can send text
* Section 3. Necessary? Perhaps there is another way to present rather than just refreshing terms…Address structural power imbalance.
* Include Power and Control Wheel – UNFPA course, turningpointservices.org
* After section 4 or 6. Include section on FORMS of violence that are context specific. Use UNFPA-UNICEF joint program on FGMC video.
* Lots of examples of GBV videos on UNFPA website
* Data on GBV – big U.S. survey from last year. IMAGES surveys in select countries, e.g. DRC – UNFPA can connect us with person who ran these surveys. Mention that data on GBV against men and boys is limited.
* Myth section. Only have 4 questions, make at least one true.
* Victim Blaming. Leave in, shorten case study.
* Consequences. Include education, health problems (include psychological effects)
* Root Causes – text on left is fine, but on right is not. Consult people in EVAW section for “Facilitating Factors”
* Do life cycle right before vulnerabilities section.
* Vulnerability. Make GBV not just VAW examples of vulnerable groups. Include women living in poverty.
* Before Campaign, include info on Efforts to Address GBV: What is Being Done? States responsibilities on eliminating GBV (CEDAW committee’s concluding observations about VAW, GA resolution on FGMC, CEDAW GR 19, 2013 Special Rapporteur on VAW report will be on States responsibilities), examples of programming in addressing GBV. UNFPA joint program with 10 countries (nationally-driven responses to GBV)
  + Engaging Men on primary prevention
* Additional Resources
  + IASC gender

**MODULE 6: PROMOTING GENDER EQUALITY THROUGHOUT THE UN SYSTEM**

* Include mention of sexual diversity in relation to Code of Conduct and non-discrimination policy
* Insert practical and strategic gender needs in this module
* Intro. Say three main components (not pillars).
* Learning Objectives.
  + Understand why gender equality is important within our organizations? Diversity argument and democratic governance (fundamental precept of democratic representation to have women)
* Either cut completely or Shorten section 2 Where does the Gender Mainstreaming Strategy Come From? – Say Approaches have evolved. If you want to learn more, click here. Say WID/GAD.
* Mainstreaming – what’s in it for me? Bring men and women’s perspectives to bear at every stage of your work.
* Examples – gender and disarmament – only when women’s perspectives were mainstreamed did they realize that the women knew where the arms caches were, and they couldn’t do that until there were women peacekeepers because women would talk to them. Surprise value of unusual examples. Also include examples of what happens when you don’t take into account gender.
  + Each agency - send example of gender mainstreaming in relation to your agency mandate
  + ITC-ILO. Vanilla crop, women not consulted
  + OHCHR – examples of gender mainstreaming for admin people, purchasing furniture, etc.
  + Gender mainstreaming when planning conference: Gender and topic on agenda, 50% invitees should be women, 50% of panelists should be women
  + Clemencia - Gender and facilitation questionnaire as Best Practice
* Under Supportive Policies - Mention Organizational Cultural indicator in SWAP and the supportive policies.
* Participatory Gender Audit (PGA) - ITC-ILO has started certification process for gender auditors (mention somewhere), can be in resources somewhere
* Under Accountability section, include Gender as part of core competencies included in Performance Appraisals. Aparna has data on how many agencies include this…
  + Scorecard as example of tool

**TECHNICAL PACKAGING**

* UNESCO can provide feedback on technical part – ideas as to how to address problems before they come up
* ITC-ILO has capacity in developing online courses
* UNICEF also has experience working with online course packaging

**PILOT TESTING**

* Gender focal points who work more on equal representation but are interested in gender (those in Aparna’s network)
* GS staff
* Men

**CONCLUSIONS AND NEXT STEPS**

* Consensus on modules 1, 2 and 6 as core to be applicable system-wide
* 3, 4, and 5 beginning of next phase of addition of satellite modules (IFAD already interested in developing their own)
* Send inputs as soon as possible
* We will make matrix of all input promises
* Packaging, prototype, pilot testing
* Another peer review using prototype…or pilot testing with end users

**TO DO LIST**

* EVERYONE - send one example of gender mainstreaming in relation to your agency mandate, how it has worked in practice and/or example of consequences when NOT applied (both operational as well as program). Think of surprise value of unusual examples.
* UNFPA:
  + Specific examples of how to make more gender inclusive
  + “Act Like a Man, Act Like a Woman” – currently modifying with Engender Health, online interactive tool
  + Evaluation of Joint Programs with UN Women, and Joint Programs of MDG Fund.
  + UNFPA joint program with 10 countries (nationally-driven responses to GBV)
  + Power and Control Wheel for GBV module
  + UNFPA-UNICEF joint program on FGMC video and/or other relevant GBV videos from UNFPA
  + Data on GBV – big U.S. survey from last year. IMAGES surveys in select countries, e.g. DRC – UNFPA can connect us with person who ran these surveys.
* UNAIDS:
  + 2-pager on values at the UN
  + infographic data related to feelings (personal and data), images from binary female-male, video from UN Cares
  + Video of UN staff who is trans – Brazil – discrimination in workplace, part of UN Cares package
  + Info on Nordic movement for organizing childcare policy and fatherhood.
  + Global study of Men Engage on men and women’s perception of time use
* OHCHR:
  + Example of gender audit
  + OHCHR booklet on gender identity, male/female/other
  + Example of how CEDAW is applied. Example from Ireland revising Constitution to remove gender stereotyping.
  + Two programming principles HRBA and gender mainstreaming. How done at country level.
  + Examples of gender mainstreaming for admin people, purchasing furniture, etc.
  + Statistics on GBV/Violence against women. Questioning 7 in 10 statistic – OHCHR has more accurate information
  + Text on sexual violence in conflict for GBV module
* UNDP:
  + UNDP Document on gender and diversity
* ITC-ILO:
  + Harvard professor Benajee research “Implicit association” – online test that tells you how gender sensitive you are
  + Example of what happened with vanilla crop when women not consulted
  + Figure on time use
  + Participatory Gender Audit (PGA) - ITC-ILO certification process for gender auditors
* UNICEF:
  + Text of UN Coherence and You (DONE)
  + Examples of girls for gender relations and roles in module 1
  + UNICEF brief on CEDAW for adolescents
  + One example of women’s movement from Middle East
  + Send module on linking CRC and CEDAW – GBV module
* UNESCO:
  + Input/feedback on technical packaging – ideas as to how to address problems before they come up
* UN Women:
  + Clemencia - Gender and facilitation questionnaire as Best Practice. Document on Gender mainstreaming when planning conference: Gender and topic on agenda, 50% invitees should be women, 50% of panelists should be women
  + Aparna:
    - Stat on how many men are working on gender equality within UN system
    - Example of gender mainstreaming in disarmament programs for module 6.
    - Data on how many agencies include gender as part of core competencies included in Performance Appraisals (put in Accountability section of module 6)
  + Consult people in EVAW section for “Facilitating Factors” of GBV/VAW